

**USF SARASOTA-MANATEE
ASSESSMENT PLANNING RECORD
2012-2013**

UNIT:	Center of Partnerships for Arts-Integrated Teaching (PAInT)
MISSION:	To build partnerships and networks locally as part of a replicable model to facilitate arts-integrated teaching at all levels of education.
2012-16 USFSM STRATEGIC PLAN GOALS:	<p>ACCESS: Expand access to a University education that benefits students and the local, national, and global community; and (Aligns with USF System Goals 1,2, 3, 4, 5; SUS System Goals 2,3)</p> <p><u>Teaching & Learning</u></p> <p>(1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(1b.) Promote innovative scholarship and community-engaged research. (1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(1d.) Partner with a variety of organizations and stakeholders, including the USF System. (1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p>SUCCESS: Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; SUS System Goals 1,2).</p> <p><u>Teaching & Learning</u></p> <p>(2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results. (2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><u>Scholarship, Research, and Innovation</u></p> <p>(2c.) Track and promote faculty-developed measures of scholarship. (2d.) Identify student success predictors.</p> <p><u>Public Service & Community Engagement</u></p> <p>(2e.) Earn recognition as a Carnegie Community-Engaged University. (2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>
UNIT GOALS:	<ol style="list-style-type: none"> 1. Build service and educational partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goal 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f) 2. Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels. (Aligns with USFSM Goal 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f)

Outcomes	Unit Goal	Means of Assessment	Assessment Data	Plan resulting from Analysis of Assessment	Administrative Response (Dean of Education)
<p>Increase the number of service and education partnerships to facilitate arts-integrated teaching at the local, national and international levels.</p>	<p>1</p>	<p>Quantify the service and educational partnerships at the local level in the programs of the Center.</p>	<p>2 inaugural PAInT Center Associated Organizations (PCAOs):</p> <ul style="list-style-type: none"> • PAInT established a process by which organizations can seek membership • In February, 2013, the Van Wezel Performing Arts Hall, previously partnered with a COE faculty member, entered into a formal PCAO agreement with the USFSM COE Center for PAInT • Sarasota Opera: Opera Internship program planned for fall 2013, currently recruiting pre-service teacher participants 	<p>To evaluate the impact of these partnerships, and to develop more partnerships.</p>	<p>The two partnerships created a strong foundation that established PAInT in the community.</p>
			<p>Faculty-Arts Partnerships: 9 partnerships in September 2012 grew to 14 by March 2013 (increased by 5) A survey of the faculty regarding the nature of and activities of the individual partnerships indicated that there was wide variation between and among the relationships.</p> <p style="text-align: center;"><u>PAInT Faculty-Artist Partnerships - fall</u></p> <ol style="list-style-type: none"> 1. Dina Osborn with Amanda Lynn (Ringling Museum Saturdays for Educators) 2. Lora Kosten with Hedda Matza-Houghton (Laugh for the Health of It) 3. Marie Byrd-Blake with Yvette Robison (Sarasota County Public Library) 4. Lynn McBrien with Embracing Our Differences 5. Rebecca Burns with Fuzion Dance 6. Dick King with Denise Davis-Cotton (Booker High) 7. Janet King with Angela Hartvigsen (EdExploreSRQ) 8. Tom Crisp with Robert Warren (Van Wezel) 9. Liz Larkin with Cindy Balistreri (Arts & Cultural Alliance) 	<p>Faculty were encouraged to continue partnerships that were productive, and to sunset those that were not deemed mutually beneficial. The decision was made to refocus the individual faculty partnerships on project-based partnerships.</p>	<p>The feedback from each helped define ways PAInT could meet its mission. In other words, these partnerships were important to organizational learning and development.</p>

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			<p style="text-align: center;"><u>PAInT Faculty-Artist Partnerships - spring</u></p> <ol style="list-style-type: none"> 1. Dina Osborn Bonnie Wilson Ringling Museum Visual arts 2. Lora Kosten, Hedda Matza-Houghton (Laugh for the Health of It) Performing arts 3. Marie Byrd-Blake Mary J. Kelly (Florida Teaching Artists) Lonnetta Gaines (Artist-in-Residence, N. Sarasota Library) Storytelling 4. Jody McBrien Carol Buchanan (Embracing Our Differences) Bernadette Bennett (Soc. Studies Specialist) Visual arts 5. Rebecca Burns Leymis Bolaños-Wilmott Fuzion Dance Performing arts 6. Janet King Angela Hartvigsen (EdExploreSRQ) Technology and arts-integrated teaching 7. Jenni Mariano Jeannie Perales (Selby Gardens) Art in nature 8. Trish Hunsader Karen Bell (Circus Sarasota) Performing arts and math 9. Pat Wilson Beth Duda (Florida Studio Theatre) Performing arts 10. Tom Crisp Robert Warren Any Given Child 11. Stephen Rushton Dr. Kitty Heusner, FL Creativity Weekend Creativity and Neuroscience 12. Brie Reck Bharat Chandra (KAETA/Symphony) Photography; Music 13. Liz Larkin Sarasota Opera Music and performing arts 14. Carol Long Brian Hersh (Asolo Theater) Performing arts <p>Five (5) Community Partners/Partnerships in-process:</p> <ol style="list-style-type: none"> 1. The <i>Collaboration, Arts-Integration, and the Common Core</i> project, is a partnership with Manatee County Schools and funded by the Manatee Community Foundation. The heart of the project is the development and support of 		
				1 & 2: For the collaborative partnerships with Manatee County	The two collaborative partnerships are another important

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			<p>professional learning communities composed of classroom teachers, student teachers, art teachers, and teaching artists within public schools. The project is for the 13-14 academic year. A report will be available June 2014.</p> <p>2. In May, 2012, United Way Suncoast leaders met with faculty and the Dean to propose a collaboration to benefit children. Through the summer, an plan was prepared for a formal agreement between the Center of PAInT and the United Way Suncoast. The project is for summer 2014. Evaluative data will be available after that time.</p> <p>3. The founding Center of PAInT Advisory Board members represent collaboration with various community organizations. The Center Advisory Board will meet twice during the academic year to review and provide input into Center activities.</p> <p>a. Shelly Dorfman: Lincoln Center Institute Imagination Conversations, Institute for the Arts in Education</p> <p>b. Angela Hartvigsen: Sarasota County Schools Fine Arts Program Specialist, EdExplore SRQ</p> <p>c. Johnette Isham: Executive Director of Realize Bradenton</p> <p>d. Sherry Lawrence: Former Manatee County Schools, Curriculum Specialist, K-12 Arts and Gifted Education Director</p> <p>e. Steve Miles: Provost at New College of Florida</p> <p>f. Elizabeth Power: Executive Director Perlman Music Program/Suncoast</p> <p>g. Nancy Roucher: Arts Education Task Force, Community/Schools Partnerships for the Arts (SRQ)</p>	<p>Schools and with the United Way Suncoast, details need to be developed, with target outcomes, timelines, resources, commitments and evaluation.</p> <p>3. Additional members will be identified to ensure broad representation of the arts and educational communities. The recommendations from the Advisory Board will be shared with the Center leadership team and workgroup chairs.</p>	<p>aspect of (and evidence of) the Center’s development. These are based on common goals to support student learning and faculty development in the P-12 school systems. The piloting of each project adds to organizational learning. From assessment of these pilots, the Center for PAInT can prepare future plans based in data and understandings gained.</p> <p>The advisory board is modeled after the Continuous Improvement Advisory Council of the COE. This board is essential to on-going assessment of the Center and</p>

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			<p>school district advisory), Sarasota Arts Council</p> <p>h. Judy Sedgeman: Project Art Connects (Manatee County), Realize Bradenton (Board member)</p> <p>i. Greg Chestnut: Director of Music, First Congregational Church</p> <p>4. Artists to Teachers Partnership with State College of Florida AND with Ringling College of Design Memoranda of understanding were signed in May, 2013, with State College of Florida and with Ringling College of Art and Design to allow arts students to transition to teacher preparation programs.</p>	<p>4. Admissions through this program will be tracked.</p>	<p>planning growth. With its community membership, it keeps the community integral to PAInT, and keeps us apprised of community initiatives and events with which we might participate.</p>
		<p>Quantify the service and educational partnerships at the national and international level in the programs of the Center.</p>	<p>1. The new structure of the Center of PAInT includes the INPAInT (International PAInT) Work Group dedicated to developing and maintaining a system for the exchange of research and effective practices related to arts-integrated education. The working group is being formed with partners from universities and organization both within and outside the U.S.</p> <p>2. The Center of PAInT Research and Advocacy Work Group is currently building an editorial board composed of experts in arts-integrated education within and outside the U.S.</p> <p>3. One of our Faculty-Artist Partnerships is with Robert Warren of Sarasota' Any Given Child initiative, which is affiliated with the Kennedy Center, a national organization. In addition, faculty members have been participating in Kennedy Center professional development initiatives, as well as professional development with the Lincoln Center for the Performing Arts (NYC). One of our</p>	<p>1. After analyzing the needs of the Center and the overlap of responsibilities with the Research and Advocacy work group, the two will be combined.</p> <p>2. The Research and Advocacy group will continue to work to identify national and international experts to serve on the general advisory board and on the book series editorial board.</p>	<p>These new structures will contribute to the Center's ability to fulfill its mission. Establishing the structures shows effective organizational planning.</p>

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			Advisory Board members is affiliated with the Lincoln Center.	3. We will continue to develop working relationships with major, national centers that support our mission.	
Increase resources and expenditures in support of arts-integration and related service activities in the local community.	1	Quantify the resources generated through the service and educational activities of the Center to support arts-integration.	<ul style="list-style-type: none"> • \$37,685.75 Throughout its first year, \$52,685.75 in gifts were booked to the newly established USF Foundation fund to support the operation of PAInT Center activities. \$15,000 was later determined to be booked in error, resulting in \$37,685.75 in total funds generated at FYE2013 to support the PAInT Center.	We will continue to seek additional gifts, grants, and state allocated funding to support the work of the Center for PAInT.	The Center for PAInT is showing success in building fiscal resources and using funds to build its infrastructure and provide benefits to the local community. I look forward to seeing how this planning results in further benefit to the community as well as to educator preparation.
		Quantify the expenditures related to service and community arts-integrated education through the Center.	<ul style="list-style-type: none"> • \$2,142.85 \$17,142.85 in expenses for the first year included a \$15,000 correction, resulting in \$2,142.85 in approved expenses that supported first-year celebratory events, presenter expenses, planning activities, and advisory board meetings.	Expenses for the second year of operation will include approved expenditures for teaching artists to support curriculum development and arts integration activities and workshops, advisory board expenses, and administrative support for center activities.	

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Assess the educational impact of partnerships to facilitate arts-integrated teaching at all levels.	2	Establish links among the College of Education communication and assessment systems with the activities of the Center.	Initial links to the College of Education’s assessment plan include the inclusion of an arts-integrated lesson plan as an assignment for Level I interns in the teacher education program, and the inclusion of multiple seminars in Level II. Monthly (verbal) reports are provided faculty regarding PAInT activities. Similarly, in monthly curriculum group meetings, there is a PAInT report. In the PAInT curriculum committee, members have discussed learning outcomes and assessment, and brought questions to the faculty as a whole. Faculty have reviewed assessments and programs and identified two performance-based assessments to implement in fall 2013.	To continue to develop activities of the Center, evaluate their effectiveness, and disseminate information to the faculty and to the larger community. To build a stronger assessment system of candidate competencies integrating the arts.	I would like to see this objective re-worded for clarity.
		Quantify impact of arts-integration on College of Education students (candidates) and their pupils.	Mean of 3.12 on the Arts-integrated Lesson Plan (in a 5 point scale, with a 3 indicating meets standard, a 4 is advanced, 5 is exceptional); n=41. The results indicate that candidates met proficiency standards.	1. Modifications were made to the Arts-Integrated Lesson Plan that had been piloted this year. An Arts Integration workshop will be conducted for 40 Level I and Level II interns.	1. The pilot resulted in a revision of the lesson plan requirements. In addition, further revisions to the requirement were made as we began alignment to Common Core Standards and expectations. Assessments are needed to measure impact on pupil learning.

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		<p>Quantify presentations and publications of faculty related to the efforts of the Center in arts integration.</p>	<p>Eight (8) publications and four (4) presentations are representative of the scholarly efforts in arts integration. Additionally, the PAInT Center has entered into a contractual agreement with Information Age Publishing to produce a book series related to arts integrated education and educator preparation. The first manuscript has been accepted for inclusion in the series and is currently in the editing stage.</p> <p>Cook, B.A., & French, J.J. (In process with Information Age). Hearts and minds without fear: Unmasking the sacred in teacher preparation.</p> <p><u>Publications:</u></p> <p>McBrien, J. L., Arney, L., & Sabogal, M. (2012, May). Impacting at-risk youth through arts. Panelist. Arts Centre Sarasota, FL.</p> <p>McBrien, J. L., & Day, R. (2012). From there to here: Using photography to explore acculturation with resettled refugee youth. International Journal of Child, Youth, and Family Studies, 3(4.1), 546-568.</p> <p>McBrien, J. L., & Byers, J. G. (in process with Fountain Press). Cold water: Women and girls of Lira, Uganda. Includes one chapter on arts-based therapy and another of girls' drawings.</p> <p>Robinson, A.H. (2012). Using creativity and collaboration to develop innovative programs that embrace diversity in higher education. Collected Essays on Learning and Teaching, 5, 6-12. Retrieved from http://celt.uwindsor.ca/ojs/leddy/index.php/CELT</p> <p>Robinson, A.H. (2012). Understanding how arts integration contributes to disadvantaged students' success: A theoretical</p>	<p>The Research and Advocacy Workgroup will work to develop a plan to support scholarship related to arts integration.</p> <p>We will explore opportunities to showcase the work of the Center on the national and international levels.</p>	<p>These are early initiatives that show strong faculty interest in the arts, evident before PAInT was established. These demonstrate the commitment to Arts-Integration upon which the Center for PAInT was established. The structures instituted, and the collaborative partnerships established support further research and dissemination.</p>

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			<p>framework. International Journal of Arts and Sciences, 5(5), 371-376.</p> <p>Stewart, J., Kuly, M., Ezaati, B., & McBrien, J. (in press). The importance of storytelling for peace-building in post-conflict states. In L. Finley, J. Connors, & B. Wien (Eds.), Teaching peace through popular culture. Information Age Press.</p> <p><u>Presentations:</u></p> <p>Robinson, A.H. Arts Integration and the Success of Disadvantage Students: A Research Evaluation, poster presentation. April 8, 2013, Saint John’s University Faculty Research Forum, Queens, NY.</p> <p>Robinson, A.H. Effects of Arts Integration on Disadvantaged Student Populations: A Theoretical Framework to Explain Outcomes, International, paper presenter. June 26-29, 2012 International Journal of Arts and Sciences in Prague, Czech Republic</p> <p>Robinson, A.H. Arts Integration and the Success of Disadvantaged Students: A Research Evaluation to Determine the Evidence Base, Regional, roundtable paper session. May 2-4, 2012 New England Educational Research Organization, 44th Annual Conference.</p> <p>Wilson, G. P. (accepted 2013). Revealing brilliance: Digital stories in teacher education. Paper presented at the Southeastern Regional Association of Teacher Educators (SRATE) 60th Annual Conference, Sarasota, FL.</p>		

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Regional Vice Chancellor Response: Fine work in starting to locate funding and raising the visibility of the Center and the University. The key will be continued work in engaging the Sarasota/Bradenton arts communities and identifying grants that will sustain the Center in the long run. Glad to see efforts to integrate the students and curriculum into the Center.

Executive Response (Regional Chancellor): Excellent momentum started with the PAInT Center. I am pleased with the number of publications that have been forthcoming which have included the arts and education. That is excellent and shows that the desire was always there. I am pleased that you are continuing to revise and implement a lesson plan to incorporate arts into education. Funding will increase over time. Continue to develop partnerships with arts groups in the community as this is critical for future growth and development.